Conversation with Mitch Kubicek

Janet’s question: Does our definition need to broader to reflect environment, culture?

Must Haves:

* Common language
* Observers of classrooms must know and understand what good teaching looks like
* On-going conversations about the “model”
* A plan to use it that is articulated and carried out

Steps:

1. We provide the categories under which the instructional, environment, assessment, etc. practices fall ( these could also be created by the district/school after they identify and categorize the practices )
2. Teachers watch videos of instruction, read articles, etc and small groups talk about the essential elements that should be included in all classroom instruction, environment consideration. This could be done on google doc
   1. What is good teaching, what did you observe, what must our teaching include
3. All elements are reviewed, discussed categorized
4. Determine how to use this
   1. Walkthrough
   2. Cross walk to NE framework/AdvancEd
   3. Instructional rounds, learning walks, coaching
   4. Self reflection/goal setting
   5. Student perceptual survey
   6. Applicant interviews
   7. Annual review

Small groups talk about each principle, define and share with whole group the practices they are implementing to meet the principle

Determine PD based on what staff believes to be most difficult or most worthy

I asked Mitch if he thought the teachers had a good understanding of the practices, what they look like, how to implement, etc or if a video, support document or the like would be helpful. He thought they would be but didn’t think that unless they were mandated that they would get much use.